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AUTHOR Arnaud, Wanda
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ABSTRACT

At-risk elementary school students and their families often have little support for social and academic growth from community members and from parents. This study examined the impact of an 8-month program to increase advocacy from community volunteers, use volunteer help, and provide weekly parent seminars on the quality of students' school experience. Participating were at-risk first through fifth graders in a low achieving school in which there was initially little support from parents or community members for school programs. The program had several components, including volunteer help for the computer lab, automation of the library, weekly seminars for parents on study and test-taking skills and guidance strategies, computer-based learning adventures for first through fifth grade students, mentors for fourth graders, Junior Achievement, and other School to Career communication. Post-intervention findings indicated that parents, staff, and faculty believed that the program had enhanced the quality of the students' school experience. The social and academic growth of the children was increased with the parent training. The computerized lessons were considered practical, and survey responses from parents, staff, faculty, mentors, and students were positive. The library was not effectively used by students; there were serious technology problems with the software. Nine of the 10 proposed outcomes were met, resulting in increased community support for the students' social and academic growth. (Seven appendices include data collection instruments. Contains 70 references.) (KB)

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Strengthening an At-Risk Elementary School Through a Community Support Program

by
Wanda Arnaud
Cluster 84

An Applied Dissertation Report
Presented to the Ed. D. Program
in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Wanda L. Arnaud

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1999

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Abstract

Strengthening an At-Risk Elementary School Through a Community Support Program. Arnaud, Wanda L., 1999: Applied Dissertation Report, Nova Southeastern University, Ed. D. Program in Child and Youth Studies. At-risk children/Mentoring/ Community Support/Elementary/African American students/ Individualized Learning/ Technology/Library Automation/ School to Career/ Parent Training/ Computer Lab.

The problem addressed in this applied dissertation was that at-risk students and families had little community support for their social and academic growth. The school was low achieving and there was little support from parents for the programs. Caring community members were not enlisted to offer their services to serve children in the school.

The primary solutions included an increased advocacy from community volunteers and extended support that enhanced the quality of the students' school experience. Other solutions were volunteer help for the computer lab and automation of the library. Also the writer facilitated weekly seminars for parents to promote the caliber of the students' school experience. First through fifth grade students participated in computer lab prescriptive, learning adventures. Most fourth grade students met with a mentor and participated in enlightening activities including Junior Achievement and other School to Career communications. The assisting team was also involved in the automation of the library and other related activities.

An analysis of the data revealed parents, staff and faculty believed that the solutions had enhanced the quality of the students' school experience. The social and academic growth of the children was increased with the parent training that included study and test-taking skills, as well as effective guidance strategies. The computerized lessons were practical and survey responses from parents, staff, faculty, mentors and students were positive. Even though the library was not effectively used, nine of ten outcomes of the applied dissertation were met which resulted in increased community support for the students' social and academic growth.

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Chapter I: Introduction

Description of Community

The community where the applied dissertation took place is made up of a larger population of private schooled individuals with a public school counterpart that ranks number 49 in the nation in standardized testing. The location is a mid-sized metropolitan region in a Gulf Coast area. The city has numerous waterways and serves as the largest import tonnage port in the United States. The city has one of the largest tourist trade populations in the country.

According to the 1990 census, 36,671 people live in the community with 51.9% Caucasian, 45 % African American, .5% American Indian, 1.9% Asian, 2.9% Hispanic and .6% other. The median income is $22,074 and the median home value is $54,600. Twenty percent of the households in the community have incomes below the poverty level.

Writer's Work Setting

The elementary school setting is within the largest public school system in the state. The public school district contains 83 schools and serves about 55,000 students in pre-kindergarten through Grade 12. There are approximately 30,000 white students and 25,000 nonwhite students in the district.

The elementary school's mission is to obtain a strong commitment through parent participation, a parent/teacher organization, a parent advisory committee and to provide a parent educational program. The school has recently set a goal to facilitate parent, family

and community commitment and to encourage business partnerships, shadowing programs and public awareness.

The school is made up of approximately 300 students, most of which were low achieving and African American. The school was recently identified as the lowest achieving in academic achievement scores of all the 83 schools in the district. The federal government recognizes it as a Title I school. The student population involves kindergarten through fifth grades.

The elementary school's professional staff numbers 1 principal, 15 teachers and 6 ancillaries. There were various levels of education and certifications. The principal has been at the school for two years but has been a very successful principal in other schools. The principal and many faculty members appeared to be committed to a school improvement plan.

Writer's Role

The writer serves presently as an educational consultant recruited for the purpose of working with the School Effectiveness and Assistance Program Committee as a Chamber of Commerce facilitator of a business community pledged pilot project. The writer coordinated the applied dissertation project among children who were at first through fifth grade levels.

The writer devised the scheme requisite to develop a plan that included selection of students, instructor communication, follow-up surveys, interview transcripts, and

methodology. The writer organized a committee of three to five individuals comprised of full-time and part-time staff and parents who were involved with the students.

Chapter II: Study of the Problem

Problem Statement

Prior to the development and implementation of this applied dissertation project the at-risk students and families of the elementary school had little support for social and academic growth. The school had been publicly named as a low achieving school. Charitable community members and employees sought other schools to serve children. There had been little support from parents for the school programs. Available resources could not be implemented because of insufficient faculty and staff.

Problem Description

The problem had existed, not only in the elementary school but also in many other elementary schools throughout the region, state and country. The school and the community were not working together to nurture children for social and academic growth. Students and families in the at-risk Title I school settings had specific relief difficulties.

Teachers had not been able to motivate students to do homework and study at home. Even though the assignments were not unreasonable for the students' developmental age, they were not dependable in completing homework. Teachers, parents and other community members had not enabled students to experience success in school with consistent, adequate training.

The low-achieving school population of mostly African American children has had low self-esteem, an effect that has triggered unfavorable behavior outcomes in many

cases. The behaviors had often broken down relationships that, in turn, have brought on an ineffective nurturing process for the student in relation to academics.

Problem Documentation

Evidence documenting the existence of the problem in the elementary school was found through structured interviews with the faculty and staff members (see Appendix A) and surveys with parents (see Appendix B). At the beginning of the school year, the writer conducted a one-on-one structured interview with teachers and staff. The results were as follows:

1. Fifteen of 15 faculty and staff responded in a structured interview that they had received very little or no support from community volunteers in the last month applicable to the needs of the students.

2. Fifteen of 15 faculty and staff responded in a structured interview that the community support or help received in the past month had been ineffective in enhancing the quality of the students' experience.

3. Fourteen of 15 faculty and staff responded in a structured interview that volunteer support or help was needed in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience.

4. Fifteen of 15 faculty and staff responded in a structured interview that volunteer support or help was needed to enhance the quality of the students' experience in the school library.

5. Fifteen of 15 faculty and staff responded in a structured interview that volunteer support or help was needed in training parents to support students with a prevailing homework process to enhance the quality of the students' experience.

6. Three of three faculty and staff responded in a structured interview that volunteer one-on-one mentor support or help would enhance the quality of the students' experience.

At the beginning of the school year, the writer conducted a survey with the parents of the students. Evidence documenting the existence of a problem in the elementary school was found through Likert surveys with the parents.

1. Sixty of 80 parents responded through a survey with the selections of "very little" or "only occasionally" that their child had received support from community volunteers at school.

2. Forty-six of 80 parents responded through a survey that they had not received suggestions from the school that enabled them to help their child with homework.

3. Forty-seven of 80 parents responded through a survey that they had not received suggestions from the school that had enabled them to help their child with test preparation.

4. Twenty-eight of 80 parents made notes on the survey that they wanted more individualized help for their child including technology and other creative learning experiences.

Causative Analysis

The writer investigated the cause through a business survey (See Appendix C) and oral feedback during chamber council and education meetings. The result of the data investigation was that community members were not aware of the burdens of the school and the process of being helpful.

The writer, through anecdotal documentation from structured interviews (see Appendix A), weighed the causes of the problem with the teachers and other staff. The school plan had not included a community assistance program long enough to put systems in place to access community members through appropriate channels. The school had not had the full use of the computer lab program because of unavailable staff. Finally, the school library program had no full-time staff available and had not been structured for the practical use of volunteers to upgrade the library with an automated methodology and facilitate optimal use of it.

The writer, through Likert surveys (See Appendix B) investigated the causes of the problem with the parents. The writer learned that the parent/teacher organization and parent advisor had not offered strong leadership for parents to be trained to provide competent strategies for homework and test preparation with their children. A mentor training partnership had not been activated to offer trained, screened and suited volunteer mentors who would bolster the students with one-on-one sessions.

The result of the data investigation was that students and families of the school were not receiving practical sustaining methods applicable to homework, the computer lab or the school library requirements. Community members were not sufficiently

involved with the school. The low-achieving students did not have access to essential resources to overcome self-esteem and academic deficiencies.

Relationship of the Problem to the Literature

The students and families of the elementary school have had little support for social and academic growth. The topical areas researched were at-risk children, mentoring, community support, at-risk behavior, elementary students, African American students, individualized learning, school to career themes, parent training, technology, and elementary school library automation.

The insight gained was that academic performance and attitudes were related to at-risk status. At-risk factors could have been linked to low grades and negative responses to instruction. Researchers have linked low standardized test scores, course failure, a negative attitude about school, retention in grade and excessive absences to an at-risk condition. Deficit scores on graduation tests, suspensions, behavior problems, and failure to graduate were acknowledged as the peril for these students. (Bishop, 1989; Catterall, 1987; Doyle, 1989; Frymler and Gansneder, 1989; Gastright, 1989; Grissom and Shepard, 1989; Reynolds, 1989; Rice, Toles and Schultz, 1989; Slavin and Madden, 1989; U. S. General Accounting Office, 1986; Wehlage, 1989).

Negative attitudes were developed because of poverty and poor grades. Retention had been consistently found to be an extremely powerful predictor of moving from at-risk to the dropout plight (Grissom and Shepard, 1989; Slavin and Madden, 1989). Another insight gleaned was that interpersonal relationships with at-risk students were important

to their success. The importance of positive interpersonal relations with at-risk students was widely upheld in the literature (Cuban, 1989; Firestone, 1989; Hamby, 1989).

There was evidence that the problem occurred in other settings. Freedman and Baker (1995) considered the isolation of low socioeconomic children as evidence that they had not been exposed to the working world and career aspirations. Banks et al. (1996) reported that poverty, racism and unemployment had contributed to feelings of low self-worth, hopelessness and lack of cognition skills, a condition that could have been altered with pro-social intervention.

The literature review also described the causes of the lack of community reinforcement in the elementary school. One cause had been that community members had not been aware of the neediness of the school and the procedure of being helpful.

Initially there was very little endorsement by the middle and higher income business leaders for the poor children because most of their children have attended private schools and they may have felt that their obligation was at the private school institution. Checkoway (1995) related that the community often "reaches out to youth that are already well 'represented' and ignore 'underrepresented' youth." (p.6) Checkoway (1995) contended that racial or cultural minority children in low-income communities had carried a critical weight of depression.

Title I money was used to purchase computers at the school but students were not allowed to utilize the computers to meet very specific and divergent conditions because faculty or ancillary staff was not available to implement the program. Rallis and Goldring (1993) outlined an assessment of principals addressing the economic crisis that

has faced schools and suggested that the computerized classroom was a fundamental aspect of meeting necessities in education.

There was a need for parents to be trained to provide competent relief with homework and test- preparation for their children. Bellack and Hallin (1989) found that parents should not be expected to be energetic about working with schools without the necessary expertise. Parents should be trained to academically revitalize children at school and at home.

The literature suggested that mentoring programs have not been seriously explored as options to encourage children. The assessment of the school facing economic crises, and parent coaching had not been addressed as each related to the students. The literature summary focused primarily on the urgency for improving students' and families' community subsistence for social and academic growth.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

The goal projected for this applied dissertation was that at-risk students and families of the elementary school would have increased support for social and academic growth.

Expected Outcomes

The following 10 expected outcomes were anticipated as a result of this applied dissertation:

1. Ten of 15 faculty and staff will respond in a final structured interview (see Appendix D) that they have received increased support from community volunteers in the past eight months applicable to the needs of the students.

2. Eight of 15 faculty and staff will respond in a final structured interview (see Appendix D) that volunteer support or help has been received and has enhanced the quality of the students' school experience.

3. Eight of 15 faculty and staff will respond in a final structured interview (see Appendix D) that volunteer support or help has been received in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience.

4. Eight of 15 faculty and staff will respond in a final structured interview (see Appendix D) that volunteer support or help has been received to enhance the quality of the students' experience in the school library.

5. Eight of 15 faculty and staff will respond in a final structured interview (see Appendix D) that volunteer support or help has been available to train parents to support students with a prevailing homework process to enhance the quality of the students' experience.

6. Two of three faculty and staff that have been involved with the students who have been mentored, will respond in a final structured interview (see Appendix D) that the one-on-one mentor support received has enhanced the quality of the students' experience.

7. At least 40 of 80 parents will respond in a final survey (see Appendix E) that their child has received support from community volunteers at school.

8. At least 40 of 80 parents will respond in a final survey (see Appendix E) that they have received suggestions from the school that enabled them to help their child with homework.

9. At least 20 of 80 parents will respond on a final survey (see Appendix E) that their children have received suggestions from the school that has enabled them to help their child with test preparation.

10. At least 20 of 80 parents will respond on a final survey (see Appendix E) that their children have received individualized help including technology and other creative learning experiences.

Measurement of Outcomes

The behavioral outcomes were measured in the following ways:

Outcome 1: Ten of 15 faculty and staff responded "regular," or "frequent," on three to five statements on post structured interviews (see Appendix D). The data were gathered from faculty and staff via pre and post structured interviews through an oral conversation with the writer (see Appendices A and D). Success was measured with the responses of the following, end of the schedule, post structured interview statement: During the past school year how much support/help have you received from community volunteers applicable to the needs of the students?

Outcomes 2, 3, 4 & 5: Eight of 15 faculty and staff responded "effective," or "very effective," on three to five statements on post structured interviews (see Appendix D). The data were gathered from faculty and staff via pre and post structured interviews through an oral conversation with the writer (see Appendices A and D). Success was measured with the responses of the following, end of the schedule, post structured interview statements: (1) During the past school year, how effective has the support/help from community volunteers been in enhancing the quality of your students' school experience? (2) During the past school year, how effective has the volunteer support or help been in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience? (3) During the past school year, how effective has the volunteer support or help in the automated library program been in enhancing the quality of the students' experience? (4) During the past school year, how

available has the volunteer support or help been to train parents to support students with a prevailing homework process to enhance the quality of the students' experience?

Outcome 6: Two of three faculty and staff responded "effective," or "very effective," on three to five statements on the post structured interviews (see Appendix D). The data were gathered from faculty and staff via pre and post structured interviews through an oral conversation with the writer (see Appendices A and D). Success was measured with the responses of the following, end of the schedule, post structured interview statement: During the past school year, how effective has the one-on-one mentor support been to enhance the quality of the students' experience?

The outcomes were measured by reviewing and examining the pre and post structured interviews (see Appendices A and D) enabling the writer to determine if the outcomes were met. Other data have been gathered from daily anecdotal, journalized notes.

Outcomes 7 & 8: Forty of 80 parents responded "regular" or "frequent" in a post Likert survey on three to five statements on a final parent survey (see Appendix E). The data were gathered from parents via pre and post Likert surveys (see Appendices B and E). Success was measured with the responses of these, end of the timetable, survey questions i.e., (1) During the past school year, how much support have you received from the school that helped you? (2) During the past school year, have you received suggestions from the school that enabled you to help your child with homework? (3) During the past school year, have you received suggestions from the school that enabled you to help your child with test preparation?

Expectations 9 & 10: Twenty of 80 parents responded "regular" or "frequent" on three to five statements on the final parent survey (See Appendix E). The data were gathered from parents via pre and post Likert surveys (see Appendices B and E). Success was measured with the responses of the following, end of the schedule, structured interview statements: (1) During the past school year how much school related support have you and your child received from community volunteers? (2) During the past school year have you been aware of your child's use of individualized technology and other creative learning experiences at school?

The outcomes were measured by reviewing and examining the pre and post Likert surveys (see Appendices B and E) enabling the writer to determine if the outcomes. Other data have been gathered from daily anecdotal, journalized notes.

IV. Solution Strategy

Discussion and Evaluation of Solutions

The problem addressed in this applied dissertation was that at-risk students and their families have little support for social and academic growth. Subjects dealing with recruiting volunteers, school planning, Junior Achievement programs, family literacy, at-risk students, community support, technology, automated library, parent training, mentoring, and school-to-career were researched in order to formulate adaptable solutions.

Solutions were gleaned from the literature first with Weinberger (1992) who recommended that a first step would be to recruit unpaid workers through dissemination of flyers and other media with a message of the students' deprivation and the volunteer's role with students. Therefore a solution would be to develop community cognizance of the lack of resources for the students and what they could do to help.

Comer (1997) contended that a school-planning contingency should include parents, school staff, school management and a community network that would improve the quality of life for students and families. Van Dusen et al. (1995) found in a longitudinal study that students using the Junior Achievement model were one or more grade levels above students in the typical elementary economics learning curriculum. Researchers have agreed that a school solution should involve collaboration with the school-wide planning crew.

Researchers distinguished the use of stipulated, computerized programs with the students as an effectual solution to improve academic skills. Hay (1997) described a

personalized technology based instructional program for fourth grade students and found that the results were overall favorable for the students. Research has confirmed that adults should monitor and mentor students during computerized instruction, as a solution for academic success.

Gambrell and Morrow (1996) found that literacy centers, modeled literature performances and reading appreciation periods were significant motivational tools for learners. Methodologists have associated the use of the school library to successful reading and motivation. An active use of the school library would grant another success explication for students.

Morrow and Young (1997) investigated the effects of family literacy and found that both children and parents enjoyed the program and students showed great interest in literacy skills. Nichols (1991) charted a practicum to help parents of at-risk families and parents reported that the seminars, active participation at school and homework directives qualified them to help their children more readily. Parents of at-risk children often were not high school educated and did not have the qualifications to be effectively absorbed in the students' learning procedures. Investigators have found that parents were often interested in the school but had not had an orientation or invitation to help from the administration.

Checkoway (1995) tells that there was no single strategy to effect school society change and Comer (1996) described regenerating the community through parental participation. Both writers conceded that a solution to train parents and get input from them would tie students to a stronger learning experience.

Jennings (1993) utilized many techniques to promote parent preoccupation with their child's success in school, which resulted in student enthusiasm and self-directed fulfillment. Lamm, (1985) found that if parents were to be more equipped to help their children in school, they would need to be more proficient in the skills they lacked. Parents should be trained with practical tools to uphold their children with school assignments. The inference from the research was that at-risk families could be trained with steps that would enable their children to be more successful in school. The hypothesis in the research and the writer's personal observation was that mentors, teachers and parents should form an aggregation to hold up and encourage students toward academic realization.

Smith and Scoll (1995) expanded on the K-12 legislative ingredients of Goals 2000 suggesting that the "rigor and relevance" of the School-to-Work Opportunities Act should be preserved by a hearty elementary prerequisite. Kosberg (1998) suggested that communities should call their district education executive about a "mentoring ministry" with at-risk students. Researchers affirmed the nuance of working-world curriculum.

Einolf (1995) studied business partnerships with schools and found that the acquisition and the decoys with mentoring programs often lack the mainstay from school administration. Community bolstering or mentor relationships should be upheld by school policy. The relationship that a mentor might have with a student has been scrutinized and related to the success of students. Biehl (1996) suggested that it was important to look for prospective mentors who cared about children and were open and translucent. These individuals should show unforced encouragement and be trained to go

out of their comfort zones and to relate deep compassion to children. The implication in the research and through community connection suggested that information and active interest were solutions for change.

Haynes (1996) wrote a School Development plan that linked educational institutions, families and the larger society. Children and parents benefited from operative policy and preparedness concerning child growth, development and accomplishment, including input from the educational institutions and other community members. The indication in the research was that a school-wide planning team should include academic leaders from the universities who are committed to a collaborative leadership.

Hurley and Lustbader (1997) report on Project Support revealing that family, school and the community were essential to interest children in a scholarly direction. Parents and community members should work as a body to build the academic and career interest of students through activities and encouragement. The assumption in the research suggested that students move in a positive direction academically as they learn more about the world of work. This collaboration was in line with goals and objectives for a school-wide improvement plan. The research suggested that the "when I grow up" concept of the future for a child was a forcible connection to scholarly efforts.

The first idea generated from reviewing the literature was to place emphasis on creating a parent directory and orienting parents to the things that they could fulfill at the school. The school parent advisor would be actively involved in recruiting parents and preparing to train and procure them for the school. The parent volunteers would be employed as unpaid workers to assist the school where it was needful.

The second idea generated from reviewing the literature was to recruit community helpers and train and screen them to provide reinforcement for the students as a mentor, monitor or helper. A format for recruiting, educating and scheduling community conscription for use at the school should be a correlation of estimated times. The buttress blueprint would be proposed to echo a needs-assessment from faculty, staff and parents.

The third idea generated from reviewing the literature was to continue to wait on possible volunteers and assume that they would fill the demands of the school. The idea has been prevailing in past years but effective change has not occurred. There was a significant urgency for the school to show improvement to meet the accountability mandates of the district and state.

Description of Selected Solutions

The tasks in resolving the problem introduced in Section II revolved around registering positive responses to the call for help. The relief program stressed charitable help in the school computer lab, school library and one-on-one with students in the classroom. The augmentation also embraced instruction for parents to secure a more advantageous academic environment for their children.

The first solution, supplied by the writer, was to inform the community of the dire straits of the school and what they could do to mobilize the Chamber of Commerce, churches and other community organizations as resources. Meyer (1997) reported the manner of using universities to access mentors for children. Tierney & Branch (1992)

examined the functioning attributes of six Campus Partners in Learning programs and found that mentor enlistment was a driving element in the programs. The purpose of the solicitation of the human capital was to aid children and families. The writer coordinated the community enlistment program.

The second solution, addressed by the writer, was to include a community backstop in a school-wide plan and offer business and other organizations the freedom to serve children via school-to-work and other becoming adult models. Carlton (1997) reviewed the effect of sustaining a wide assortment of aspirations or vocations with children, despite the child's age. Hageman & Gladding (1983) found that role models encouraged third grade children to consider an occupation and there was a lasting urgency to work with children from at-risk backgrounds in learning about career preference. Phipps (1995) implied that children from lower-income households have fewer facts on the connection between schooling, knowledge, and vocation. At-risk students were often very resilient with ability to recover from life's stressful problems, especially if they had more extracurricular and support-building experiences (Westfall & Pisapia, 1994). The intent of the calling was to surrender school-to-career and self-esteem constructs to the students.

The third solution, readied by the writer, was to provide technology with a computer lab and conferred monitors to ensure that students were sensibly using the equipment for differentiated learning through independent use of Language Arts and Math software. Hannafin et al. (1997) found recent flourishing accounts of student-focused open-ended education settings that provided automated tools and resources for

students to use in accessing justifiably established puzzles and problems. Diggs (1997) illustrates how technology helped at-risk students to understand concepts in school. Locatis & Weisberg (1997) concluded that the richness of the Internet superhighway has caused doubts for students without a leader to help with some guidance. Verzoni (1997) confirmed that quandary-embedded computer and technology education has victoriously created comprehension solutions that have continually posed more questions for the students. The researchers concluded that the use of technology was pertinent to increase comprehension, to address individual skills and to enrich learning experiences but students must be carefully monitored and encouraged. The writer and the enthused conscription enrolled, coordinated and managed the computer lab.

The fourth solution, illustrated by the writer, was to enlist crews to clean the library area, implement an automated transaction for checking out books and offer students an innovative and registered opportunity for learning, applying Media and Methods software and the local Library Association as resources. Barron (1998) disputed how the library media specialists must not prize any media instrument beyond its serviceableness and should pursue as many options as possible for the students' reciprocation, including technology. Krashen (1995) found that the quality of the use of the school and public libraries were weighty predictors of reading understanding. Morrow & Weinstein (1986) found that the use of a well-disposed library environment would have attracted even poor readers to literature. The aim of the library advocacy was to implement the automated tactics more readily. The writer and the volunteer maintenance crew worked to achieve the library transition.

The fifth solution, fitted by the writer, was to aid parents by developing training models for parents to give them reliable activities for an enhanced homework and test-taking helping environment at home for their children. Ford (1991) described a study skills program for third graders and indicated that the program increased learning readiness skills and academic performance of the low achieving students. Andreassen et al. (1989) wrote about the importance of organization to facilitate memory for the first and fourth grade students in the study. Griggs (1990) explained the necessity of implementing a learning style inventory in originating a study skills program. The purpose of the seminar presentations was to train parents to pragmatically aid children during homework, test preparation, and studying. The writer facilitated the explanation and usage of the parenting skills.

The sixth solution, implemented by the writer, was to seek community and business members who were committed to the mentoring concept. The group would be trained and screened to give one hour or more per week of one-on-one sessions with the students employing the Each One Save One Organization for recruiting and training. Carlton (1998) reviewed the responses of the African-Caribbean, low achieving children to the mentoring program with positive accolades from students testifying how the mentoring program had a calming effect or had redirected the student considering dropping out of school. Holland (1996) clarified PROJECT 2000's goal to access community members to mentor the elementary African American boys because the young students must conquer the devastation of life in destitute inner-city communities through embracing the "love and care" of a mentor as soon as possible.

Fishman et al. (1997) examined the mentor organizations established in 20 states in 1980 and concluded that the one-to-one model for assistance approach provided the necessary prerequisite for children to thrive at school and at home. Kniseley (1990) studied the Campus Compact mentoring programs in 230 universities and implied that mentoring could be perceived as one of the most promising maneuvers for the engagement of at-risk youth to live more fortuitously. Evans (1992) described community activism for at-risk students in urban schools "making a difference" through adopt-a-school and mentoring to improve schools. The lay out of the emphasis was to engage individuals who were committed to the welfare of children in a one-on-one mentoring relationship with students. The writer facilitated the enlistment, matching, indoctrination and scheduling of the mentors with the children.

The writer's leadership role during implementation involved the enlistment and teaching of the individuals, working with the school to index the support gestures, and coordinating each progression with the overall school program. The writer attended all the tutelage required to install the automated library, define technological exercises, and any other in-service that would enhance the effectiveness of the academic enhancements.

The writer guided and directed associates throughout the implementation phase. A documentation and record keeping procedure was steered by the writer to be used by all the cooperating team. The writer selected candidates and the sites where the applied dissertation project was put to use and provided adequate instruction to workers and defined ground rules in the proceedings. The writer determined which surveys and documents met the criteria for securing the data. An interim report was submitted and

shared with the applied dissertation adviser and work supervisor who was the verifier of the project.

Report of Action Taken

The month prior to implementation, the writer perfected and organized all materials for the volunteer conservation program. The writer met with the faculty, staff, Parent Teacher Organization officers, and the School Support Team and discussed schedules for weekly parent meetings, mentor and mentee sessions, student sessions in computer lab and the library automation plan. A calendar of activities for each volunteer, a school orientation packet for the mentors and sign-in forms were advanced as management tools.

Support upgrading were arranged in the computer lab and the school library for each of the 32 weeks. A parent training seminar was planned for every week. During the weeks that students were not at school because of holidays, parents were forwarded a packet of information on the homework theme for the week. A school-to-career theme was assigned to mentors for a one-on-one mentor session with a mentee each week.

The writer utilized several resources throughout the implementation as listed in Appendix G. The writer demonstrated support activities intended to enhance social and academic growth of students and families for each week of the implementation.

During month one, week one the writer researched and compared the computer lab set-up and other apropos plans for at-risk students. A plan for library reorganization was developed. A parent session on parent and student learning styles was conducted.

The parent group discussed the teachers' homework policies. The mentors illustrated characteristics of the American economic system during each one-hour session with mentee.

The writer attended orientation training with the chosen computer software package in week two of month one, drew up a proposal for library automation, conducted a parent consultation on "Need to be Needed – The Parent Trap" as the weekly Parent Pow Wow. The mentors considered the relationship of basic economic concepts to student's life experiences during each one-hour session with mentee.

The computer lab was prepared in month one, week three and the furniture and books were arranged in the library. A parents' class meeting was conducted on consequences entitled "Suspend Some Natural Consequences." The mentors demonstrated the role of the individual as a consumer and producer in the market economy during each one-hour session with mentee.

The writer surveyed volunteers in month one, week four, to find who would be interested in serving in the lab as a monitor and developed a specification for students to visit the library and check out books with the antiquated non-automated method until the automated blending was ready. A parent educational discussion on the "Homework Without Tears Checklist" was presented. The writer and other mentors interpreted the interdependence of citizens, businesses and government agencies in communities and the larger society with mentees.

The maintenance team did the wiring during month two, week one to interconnect computers to a network and the Internet. Volunteers and staff pulled books that were to be discarded and continued minimal student use of the library.

The writer conducted a parent experimental speculation on ownership entitled, "Over-involved Parent or Consulting Parent." The mentors spelled out the function of private enterprise in regional economic relations.

In month two, week two, the writer reviewed criterion expectations of the Title I office for the students with the computer lab. The staff and volunteers packed deteriorated books into boxes and did paperwork for disposal to school warehouse. The writer conducted a parent discovery meeting entitled, "Understanding the Hidden Values of Homework." The mentors reflected on the functional roles and relationships in regional economic relations.

During month two, week three the writer participated in a workshop for the use and management of the computer lab. The writer worked with software technology consultants to install computers and systematized an automated cataloguing method in the library. The writer conducted a parent exercise entitled, "R's of Punishment – resentment, revenge, retreat." The mentors demonstrated the relevance of the core curriculum and achievement in developing rewarding careers.

The writer outlined the job description of the non-employee relief staff for the lab in month two, week four. Volunteers began pulling books and checking shelf list cards in the library. In the weekly session the writer exhibited a parent struggle entitled,

"Retreat – rebellion, reduced self-esteem, retirement." The mentors debated with students the importance of staying in school.

In month three, week one, the writer visited teachers accessing each individual student's profile and slated each student for use of the lab. The volunteers and staff checked the shelf list in the library. The writer simplified a parent shift on accountability entitled "Homework Doesn't Belong at Center Stage in a Family." The mentors helped students to think about a job and career awareness theme: Identify various jobs within the community especially your own job.

In month three, week two the writer made a roster for lab use for each student to meet the teacher and student stipulations. Volunteers and staff continued checking the shelf list to prepare for the automated library correlation. The writer referenced parent guidelines for incentives, rewards and inspections in the weekly training session. The mentors spoke with mentees about a job and career awareness theme: Identify basic skills that one job entails.

In month three, week three, the writer typed each student's profile in the computer and the bar code set-up for the automated computer scheme.
The writer produced an esteem seminar for parents entitled, "Importance of Conveying Friendliness and Unconditional Acceptance." The mentors surveyed a job and career awareness theme: Give specific examples of how work fills the constraints of life.

In month three, week four the writer oriented each child to the use of the computer and continued bar code set-up into automated computer format. The writer illustrated manipulation through a system of parenting skills in the parenting seminar. The mentors dialogued about a job and career awareness theme: Explain the main reasons that people work.

In month four, week one the writer supervised each student as they took the pretest on the computer. Volunteers and staff typed shelf list card information into automated computer classification. The writer facilitated a parent preparation on enforcement and the "Development of Judgement by Age." The mentors chatted with a self-awareness theme: Identify student's own personal talents and interests.

In month four, week two, the writer reviewed the pretests and equipped each of the students with an individualized program on the computer. Volunteers and staff continued typing shelf list card information for automation maneuvers. The writer conducted a parent session on networks, principal, library, family members, scouts, etc. The mentors communicated a self-awareness theme: Match their talents and interests with some kind of work.

Month four, week three, the writer visited with each classroom teacher and reported the pretest results and on how the learning operation would take place. Volunteers and staff typed shelf list card information into automation sequence. The writer led an activity with parents on the "ABC"s of Homework Management." The mentors were able to chitchat about a Positive Work Habits and Attitudes theme: Give examples of positive work habits and attitudes.

The writer trained students to participate in a personalized session on the computer during month four, week four and the monitors noted the skill's mastery of the student and compared objectives. Volunteers and staff continued to inventory shelf list cards, the bar code formulation technique and added shelf list card information to confirm accuracy in the automated computer structure. The writer guided parents to do a behavior styles inventory in order to help them compare their own behavior style with their child. The mentors debated positive work habits and attitudes theme: Explain how positive work habits and attitudes help the student do well in school.

In month five, week one the writer led students to participate in a self-governing computer practice and the writer, other volunteers and staff observed the achievement of the students and compared objectives. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer devised a workshop on parent and student intelligences utilizing a multiple intelligence test for parents. The mentors engaged in a conversation about a positive work habits and attitudes theme: Give examples of how positive work habits and attitudes contribute to fulfillment in the workplace.

In month five, week two the writer helped students to participate in an unregimented computer exercise and oversaw the failures and accomplishments of the students and compared objectives. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer conducted a parent workshop to train parents to be able to work with their child's personal style and know how their own style may

differ. The mentors defined a teamwork and interdependence theme: Encourage students to describe different jobs in a specific familiar work setting.

In month five, week three the writer led a particularized computer lab activity with each students. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer organized a parent exercise to relate the routine and the importance of goal setting. The mentors demonstrated a teamwork and interdependence theme: Explain how the workers contribute to the company.

In month five, week four, the writer and staff aided students to partake in an adapted lesson and observed the cooperation of the students and compared objectives. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer worked with parents to write their own personal goals. The mentors discussed a teamwork and interdependence theme: Identify specific examples of good work habits and attitudes and teamwork that the student has observed during a visit to a business operation.

In month six, week one, the writer assisted students during the computer lab experience to address the their skill deficiencies. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer taught parents to experience planning and how to use a planner. The mentors examined a teamwork and interdependence theme: Encourage students to explain why they might be interested in a certain job.

In month six, week two, the writer facilitated student rhythms in a self-reliant interchange with the computer to achieve skills outlined in the prescription. Volunteers

and staff unpacked new books and scanned bar codes into the computer. The writer expounded upon time management hints to parents. The mentors entreated an overcoming bias and stereotype theme: Recognize bias and stereotyping.

In month six, week three, the writer post tested students and prepared profiles. Volunteers and staff unpacked new books and scanned bar codes into the computer. The writer advised parents in the importance of a germane study environment. The mentors argued an overcoming bias and stereotype theme: Identify behaviors that lead to bias and stereotyping.

In month six, week four, the writer met with teachers for last minute approaches to the academic liabilities that were to be addressed before the inscribing of the Norm Referenced Test or Criterion Reference Tests. Volunteers and staff made an automated library card for each student and placed the patron code on the card. The writer assisted the parents to conceive designs to help children study for exams. The mentors purposed an overcoming bias and stereotype theme: Discuss the importance of keeping an open mind.

In month seven, week one, the writer prepared a skill bank for use in the computer lab during the last weeks of school. The writer instructed parents of a day-to-day mandate for homework and test preparation. The reorganization and automation was almost completed in the library. The team focused on a serious technological error with the automation. The mentors wrangled with an overcoming bias and stereotype theme: Encourage students to recognize the importance and availability of work and jobs for all people regardless of appearance, race, sex, religion or nationality.

In month seven, week two, the writer developed new profiles and goals for students. The writer prepared educational practices for the students to encourage them to check out books and the writer and other volunteers and staff offered assistance to the teachers in helping the students. The writer presented tactics for memory skills to parents to help their children. The mentors conversed about a communication theme: Identify various forms of communication (talking, listening, writing, body language and gestures, music and a/t.)

In month seven, week three, the writer started students on the specified skill bank and the use of the Internet. Volunteers and staff prepared to more effectively use the automated library. An Active Parenting theme on Anger and Self-Esteem was the topic of the parents' training session. The mentors recounted a communication theme: Describe situations in school and work in which good communication skills are required (teamwork on an endeavor, sharing ideas, writing).

In month seven, week four, volunteers and staff monitored mastery of the students' computerized prescription, comparing objectives. Volunteers, staff and students were not allowed to use the library because neither the old checkout method nor the new plan could be used because of the computer glitch. An Active Parenting theme was facilitated on Developing Responsibility. The mentors 'tossed out' a communication theme: Help children recognize the importance of communication skills in conflict resolution.

In month eight, week one, the writer and the lab team clarified the achievement of the students, comparing objectives. The parents shared in an Active Parenting session

on Winning Cooperation. The mentors illustrated a decision-making theme: Identify decisions that students make in their everyday lives.

In month eight, week two, the writer and the lab monitors directed the students to complete assignments from the classroom teachers. The writer developed a summer reading, math and recreation program outline and distributed it to the children for use at the public library and throughout the community. The writer furnished a summer activity calendar to parents outlining at-home learning and reading suggestions. The mentors reflected on a decision-making theme: Identify steps in the decision making process.

In month eight, week three, the writer led students to explore the Internet. The writer and the other volunteers and staff sent letters home to families encouraging them to do summer reading and develop a procedure for students to do small book reports. The writer critiqued parent routines with a review of good practices for a successful homework environment. The mentors deciphered a decision-making theme: Describe ways in which the student's decisions have had consequences for themselves or others.

In the last week, month eight, week four, the writer recognized students for newly acquired skills with certificates of achievement. The writer and the Chamber Education Committee hosted Summer Safari as a recognition activity. The parents, students, volunteers, faculty and staff were recognized for their participation throughout the 32 weeks. In the last mentee session, the mentors viewed a "What do I want to be when I grow up" theme: Help the student to identify a career.

Chapter V: Results

Results

The problem addressed in this applied dissertation was that at-risk students and families had little community support for their social and academic growth. The primary solutions included increased advocacy for community volunteers and extended support that enhanced the quality of the students' school experience. Other solutions were volunteer help for the computer lab and the automation of the library. Also, the writer facilitated weekly seminars for parents to promote the caliber of the students' school experience. First through fifth grade students participated in computer lab prescriptive, learning adventures. Most fourth graders met with a mentor each week and participated in enlightening activities including Junior Achievement and other School to Career communications. The assisting team was also involved in the automation of the library and other related activities.

The results of the outcomes of this applied dissertation were as follows:

1. Ten of 15 faculty and staff will respond "regular," or "frequent," on three to five statements in a final structured interview (see Appendix D) that they have received increased support from community volunteers in the past eight months applicable to the needs of the students.

This outcome was met in that 10 of 15 faculty and staff responded that they have received increased support from community volunteers applicable to the needs of the students.

2. Eight of 15 faculty and staff will respond "effective," or "very effective," on three to five statements in a final structured interview (see Appendix D) that volunteer support or help has been received and has enhanced the quality of the students' school experience.

This outcome was met in that 8 of 15 faculty and staff responded that volunteer support or help had been received and had enhanced the quality of the students' school experience.

3. Eight of 15 faculty and staff will respond "effective," or "very effective," on three to five statements in a final structured interview (see Appendix D) that volunteer support or help has been received in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience.

This outcome was met in that 8 of 15 faculty and staff responded that volunteer support or help had been received in the computer lab with the individualized prescriptive software to enhance the quality of the students' experience

4. Eight of 15 faculty and staff will respond "effective," or "very effective," on three to five statements in a final structured interview (see Appendix D) that volunteer support or help has been received to enhance the quality of the students' experience in the school library.

This outcome was not met in that only 3 of 15 faculty and staff responded that volunteer support or help had been effective in enhancing the quality of the students' experience in the library. Twelve of 15 faculty and staff responded that volunteer support

or help had not been effective in enhancing the quality of the students' experience in the library.

5. Eight of 15 faculty and staff will respond "effective," or "very effective," on three to five statements in a final structured interview (see Appendix D) that volunteer support or help has been available to train parents to support students with a prevailing homework process to enhance the quality of the students' experience.

This outcome was met in that 8 of 15 faculty and staff responded that volunteer support or help has been available to train parents to support students with a prevailing homework process to enhance the quality of the students' experience.

6. Two of three faculty and staff that have been involved with the students who have been mentored, will respond "effective," or "very effective," on three to five statements in a final structured interview (see Appendix D) that the one-on-one mentor support has been received and has enhanced the quality of the students' experience.

This outcome was met in that 2 of 3 faculty and staff responded that the one-on-one mentor support had been received and had enhanced the quality of the students' experience.

7. At least 40 of 80 parents will respond "regular," or "frequent," on three to five statements in a final survey (see Appendix E) that their child has received support from community volunteers at school.

This outcome was met in that 40 of 80 parents responded that their child had received support from community volunteers at school.

8. At least 40 of 80 parents will respond "regular," or "frequent," on three to five statements in a final survey (see Appendix E) that they have received suggestions from the school that enabled them to help their child with homework.

This outcome was met in that 40 of 80 parents responded that they had received suggestions from the school that enabled them to help their child with homework.

9. At least 20 of 80 parents will respond "regular," or "frequent," on three to five statements on a final survey (see Appendix E) that their children have received suggestions from the school that has enabled them to help their child with test preparation.

This outcome was met in that 20 of 80 parents responded that their children had received suggestions from the school that had enabled them to help their child with test preparation.

10. At least 20 of 80 parents will respond "regular," or "frequent," on three to five statements on a final survey (see Appendix E) that their children have received individualized help including technology and other creative learning experiences.

This outcome was met in that 20 of 80 parents responded that children had received individualized help including technology and other creative behaviors.

Discussion

Unanticipated outcomes occurred when serious technology problems occurred with the software at the central office with the library automation. Even though all the work had been done, the children were not able to use the automation to check out books.

The work that was done will be very helpful for next school year as soon as the technology problem is repaired.

An examination and explanation of the data indicated that nine of the ten objectives were achieved, thereby indicating that students can be supplied with support systems and experiences that can enhance the social and emotional quality of the students' school experiences. Specifically, the volunteer support or help for the computer lab, library automation, parent training and mentoring deepened the quality of the students' social and academic life. Furthermore, the school administration started the Helping One Student To Succeed (HOSTS) program for the third grade during the implementation period. The HOSTS concept of using community members to tutor students rallied the involvement of the project mentors already at work. Several mentors accepted the challenge to add a HOSTS student to their workload.

The first outcome was met and 10 of 15 faculty and staff responded "regular," or frequent," on three to five statements in a final structured interview that they had received increased support from community volunteers in the past eight months applicable to the needs of the students.

An examination of the data indicated that faculty and staff recognized an increased interest in volunteerism for the school and were aware of the increased respect of the community, including parents, to support the school and offer assistance.

The second outcome was met and 8 of 15 faculty and staff responded "effective," or "very effective," on three to five statements in a final structured interview that

volunteer support or help has been received and has enhanced the quality of the students' school experience.

A canvass of the faculty and staff connoted enthusiasm about the positive impact of the support program that had academically and socially augmented the probabilities for success of students.

The third outcome was met and 8 of 15 faculty and staff responded "effective," or "very effective," on three to five statements in a final structured interview that volunteer support or help has been received in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience.

The results of the interview discussion about the community provision for the computer lab were incontestable. Teachers and staff admitted that the lab would have not been used at all without the volunteer appropriation. Students were anxious to attend the learning session in the lab. Teachers observed the lab practice and were overwhelmed at the alignment of the lab with the classroom objectives.

The fourth outcome was not met in that 3 of 15 faculty and staff did respond that volunteer support or help had been effective in enhancing the quality of the students' experience in the library.

A survey of the data hinted that the faculty and staff were aware of the work that had been done by volunteers to automate the library but the technology problem had stopped the complete execution of the automation. The improvements that were made to the library will positively affect library and reading activities in the future.

The fifth outcome was met and 8 of 15 faculty and staff responded "effective," or "very effective," on three to five statements in a final structured interview that volunteer support or help has been available to train parents to support students with a prevailing homework process to enhance the quality of the students' experience.

An analysis of the data unveiled the impact of the parent training on students. The PTO officers and sixty other parents participated in the weekly sessions and showed a newfound interest in their children's social and emotional success.

The sixth outcome was met in that two of three faculty and staff that have been involved with the students who have been mentored, responded "effective," or "very effective," on three to five statements in a final structured interview that the one-on-one mentor support received has enhanced the quality of the students' experience.

The faculty and staff registered a positive vivacity about the students' weekly visits with his or her personal mentor. The students were enthusiastic about the mentor session and some students made improvements in grades and/or showed improvement in social skills.

The seventh outcome was met and at least 40 of 80 parents responded "effective," or "very effective," on three to five statements in a final survey that their child has received support from community volunteers at school.

The results of the seventh outcome may be attributed to the children's involvement in the computer lab, the mentoring and the parent training. The writer sent correspondence to parents several times and pictures were posted on a bulletin board of the children in the mentoring program. A newsletter was produced about the project.

Students and parents were acknowledged for their unconditional consensus of the exercises.

The eighth outcome was met and at least 40 of 80 parents responded "effective," or "very effective," on three to five statements in a final survey that they have received suggestions from the school that enabled them to help their child with homework.

An interpretation of the data suggested an agreement among parents that the homework counsel had a positive consequence on homework problems.

The ninth outcome was met and at least 20 of 80 parents responded "effective," or "very effective," on three to five statements on a final survey that their children have received suggestions from the school program has enabled them to help their child with test preparedness.

The details of the data for the ninth outcome confirmed that parents were pleased with the test taking strategies and furthermore used them at home with their children. Parents were confident that the approach was helpful to students.

The tenth outcome was met and at least 20 of 80 parents responded "effective," or "very effective," on three to five statements on a final survey that their children have received individualized help including technology and other creative learning experiences.

The survey data for the tenth outcome established that parents were pleased about the individualized learning program for the students. Students showed some unexpected improvement in both criterion and norm referenced tests. Students used the

computer dictionary and library to research projects for the classroom as well as the Internet.

In summary, nine of ten outcomes of the applied dissertation were met. It resulted in increased community support for the students' social and academic growth.

Recommendations

The writer advances the following recommendations:

1. Schools take steps to recruit volunteers to work with them and develop community cognizance of the shortage of resources for the students.

2. The school planning team includes parents, school staff, school management and a community network and that the Junior Achievement model is included in the curriculum.

3. Students employ individualized computerized programs to improve academic skills.

4. Creative methodologies are used to model reading appreciation and more effective use of the school library.

5. Opportunities for parents to learn skills in parenting and homework support for their children be developed as well as involving parents to help with the school's administration.

6. The community is regenerated through parental participation in ways that will involve students in a stronger learning experience.

7. The school recruit a facilitator for a mentoring program for children and enlist business and other community members to visit with one student for one hour a week applying a School to Career theme, social/emotional bracing and an academic relationship.

8. The School Development plan is linked to educational institutions, families, and the larger society, including business.

9. The teachers involve community resources linked to career as a concept for an energetic connection to scholarly achievement.

Dissemination

This applied dissertation will be disseminated to the school, the Regional Chamber and School to Career Program, local vice president of education for Junior Achievement and the local mentor training organization. The writer is scheduled to present the results to two national organizations of school management membership.

The writer has generated and distributed an 11 x 17 folded, newsletter about the program to community members that have been involved. The writer arranged a community event recognizing the students, mentors, staff and faculty. Over 60 people were present, including several school system administrators.

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Appendix A

First Teacher/Staff Structured Interview

First Teacher/Staff Structured Interview

Name_____ Position _____

1. During the past month how much support/help have you received from community volunteers applicable to the needs of the students?

1. Very little or none 2. Occasional 3. Regular 4. Frequent

0 – 1 times 2-3 times 4-5 times 6 or more times

2. During the past month, how effective has the support/help from community volunteers been in enhancing the quality of your students' school experience?

Ineffective slightly effective effective very effective

3. What kinds of support/help would enhance the quality of the students' experience?

_____

_____

_____

_____

_____

_____

Appendix B

First Parent Survey

First Parent Survey

Please complete the following survey by checking one of the following choices.

(1) Very little or none (2) Occasional (3) Regular (4) Frequent

0 – 1 times 2-3 times 4-5 times 6 or more times

Questions	1	2	3	4
1. During the past month, how much support have you received from the school that helped you?				
2. During the past month, have you received suggestions from the school that enabled you to help your child with homework?				
3. During the past month, have you received suggestions from the school that enabled you to help your child with test preparation?				
4. During the past month how much school related support have you and your child received from community volunteers?				

5. What kind of support/help do you think might be helpful to offer your child a more effective school experience?

_____

_____

_____

_____

Thank you for your suggestions. Your input was very important to us.

School Staff

Appendix C

Community Survey

From: The Chamber of Commerce

TO: Community Business Leaders

REF: Survey – What is Your Interest in Supporting Public Schools?

Yes, I'm interested in learning more about how U/my company can assist local public schools through:

Becoming a School-to-Career mentor (providing internships, shadowing for students and/or teachers): ____ Yes ____ No
Becoming a Business Partner: ____ Yes ____ No
Becoming a Mentor: ____ Yes ____ No
Company Name:
Address:
Contact Name: Phone:
Contact Name: Phone:
Comments:

Appendix D

Final Teacher/Staff Structured Interview

Final Teacher/Staff Structured Interview

Name_____Position _____

1. During the past school year how much support help have you received from community volunteers applicable to the needs of the students?

1. Very little or none 2. Occasional 3. Regular 4. Frequent

0 – 1 times 2-3 times 4-5 times 6 or more times

2. During the past school year, how effective has the support help from community volunteers been in enhancing the quality of your students' school experience?

Ineffective slightly effective effective very effective

3. During the past school year, how effective has the volunteer support or help been in the new computer lab with the individualized, prescriptive software to enhance the quality of the students' experience?

Ineffective slightly effective effective very effective

4. During the past school year, how effective has the volunteer support or help in the automated library program been in enhancing the quality of the students' experience?

Ineffective slightly effective effective very effective

5. During the past school year, how available has the volunteer support or help been to train parents to support students with a prevailing homework process to enhance the quality of the students' experience.

Ineffective slightly effective effective very effective

6. During the past school year, how effective has the one-on-one mentor support been to enhance the quality of the students' experience.

Ineffective slightly effective effective very effective

Appendix F

Final Parent Survey

Final Parent Survey

Please complete the following survey by checking one of the following choices.

(1) Very little or none	(2) Occasional	(3) Regular	(4) Frequent
0 - 1 times	2-3 times	4-5 times	6 or more times

Questions	1	2	3	4
1. During the *past year*, how much support have you received from the school that helped you?				
2. During the *past year*, have you received suggestions from the school that *enabled* you to help your *child* with homework?				
3. During the *past year*, have you received suggestions from the school that *enabled* you to help your *child* with test preparation?				
4. During the *past year* how much school related support have you *and your child* received from community volunteers?				
5. During the *past year* have you been aware of your child's use of individualized technology and other creative learning experiences at school?				

Thank you for your suggestions. Your input is very important to us.

School Staff

Appendix F

Communication Log

COMMUNICATION LOG

Student _____ Grade _____

Parent Training ____ Computer Lab ____ Automated Library ____ Mentoring ____

Junior Achievement ____ Other ____

Class Session Communication

Date	Mentor or Volunteer Name	DETAILS OF COMMUNICATION

Appendix G

Implementation Resources

References for Program

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